

Tate Creek Elementary

School Code of Conduct

Working Draft Copy – April 2, 2009

Statement of Purpose

Tate Creek Elementary School will foster and promote a climate of understanding and mutual respect where all are equal in dignity and rights as outlined in the **BC Human Rights Code**.¹ The purpose of our school code of conduct is to:

- establish and maintain a safe, caring and orderly environment for purposeful learning;
- establish and maintain individual and collective rights, freedoms and responsibilities;
- clarify and publish expectations for student behaviour while at school and participating in other school and community activities;
- engage in activities that will have a positive impact on the school environment.

Expectations

The students, staff and parents of Tate Creek Elementary School will model the following acceptable codes of conduct while going to and from school and while attending any school function at any location:

Be Safe:

- by following rules and routines;
- by treating people the way you want to be treated;
- by being fair, open-minded, and sincere;
- by reporting bullying immediately to an adult.

Be Kind:

- by being polite and using kind words;
- by helping others;
- by listening carefully and thinking about your friend's point view;
- by working together;
- by setting a good example for others.

Be Respectful:

- by using good manners;
- by listening to others;
- by treating others with consideration and courtesy;
- by taking care of school materials so that others may benefit;
- by allowing other points of view;
- by taking care of our belongings and the belongings of others.

Be Responsible:

- by doing what we know is right;
- by doing quality schoolwork and completing our homework;
- by working and playing without direct supervision;
- by trusting others and being trustworthy to others.

¹ Tate Creek Elementary promotes the values expressed in the **BC Human Rights Code** respecting the rights of all individuals in accordance with the law – prohibiting discrimination based on race, color, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex or sexual orientation – in respect of discriminatory publication and discrimination in accommodation, service and facility in the school environment.

Unacceptable Conduct

The following is a list of examples of unacceptable behaviours; it is not all-inclusive:

- behaviours that interfere with the learning of others, interfere with an orderly environment, create unsafe conditions;
- acts of bullying, harassment, intimidation; physical violence; retribution against another person;
- illegal acts.

Changing Expectations

As students mature, expectations for their behaviour will change. There will be:

- increasing personal responsibility and self-discipline;
- increasing consequences for inappropriate conduct/ unacceptable behaviour.

There may be times when special considerations may apply to students with special needs who are unable to comply with expectations due to having a disability of an intellectual, physical, sensory, emotional or behavioural nature.

Discipline Procedures and Process

Students who behave in a manner not in keeping with the school Code of Conduct can expect disciplinary action, which is intended to change the behaviour, rather than punish the student.

Parents and students can expect the following disciplinary process and actions:

<p>Level 1</p> <p>Dealt with at an individual level between student and adult supervisor.</p>	<ul style="list-style-type: none"> • Begins with a conversation that focuses on: <ul style="list-style-type: none"> ○ clearly defining the unacceptable behaviour; ○ problem solving more acceptable alternate behaviours with the student; ○ helping the student to identify strategies for these alternative behaviours; ○ making clear future consequences if there is a repetition of this behaviour. • Most of these behaviours are teachable moments that will not result in further action, nor the formal involvement of parents and/or principal • When the supervisor does feel that parents should be involved, a “problem solving report” will go home on which the student has explained the issue and possible solutions. This form should be signed by parents and returned to school.
<p>Level 2</p> <p>Behaviours move to this level if either Level 1 has not produced the appropriate change in behaviour or if the behaviour is serious enough to warrant the immediate attention of the principal.</p>	<ul style="list-style-type: none"> • Examples of behaviours that would be immediately dealt with at Level 2 include: <ul style="list-style-type: none"> ○ harassment of others and bullying; ○ offensive language; ○ willful disobedience and/or seriously disruptive behaviour; ○ dangerous “horse play”. • These behaviours are always recorded and always involve contact with the parent, preferably face-to-face. • A meeting between parents, student, teacher and principal will focus on making a behaviour plan which <ul style="list-style-type: none"> ○ clearly defines the unacceptable behaviour; ○ problem solves more acceptable alternative behaviours with the student; ○ helps the student to identify strategies for these alternative behaviours; ○ makes clear future consequences if there is a repetition of this behaviour. • Where it is felt appropriate, this meeting may also include others members of the school support system. • At an appropriate interval after this meeting there will be a follow-up with all participants, either formally or informally.
<p>Level 3</p> <p>Behaviours that have not responded to Level 2 or are extremely serious will be referred to Level 3, which, on investigation and in</p>	<ul style="list-style-type: none"> • Behaviours in this category include: <ul style="list-style-type: none"> ○ bringing weapons and dangerous materials to school; ○ involvement with drugs, alcohol and smoking; ○ behaviours that affect the safety of others including tampering with fire equipment; ○ assault, violent behaviour, vandalism, bullying and threats of any nature; ○ gross disrespect of staff or other students.

<p>accordance with School District Policy 4380, may result in suspension from school.</p>	<ul style="list-style-type: none"> • Suspensions may vary in length and type based on the nature of the behaviour. • At an appropriate interval after the suspension there will be a follow-up with all participants, either formally or informally.
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Students can expect disciplinary actions that may include:

- problem solving conference/meeting;
- removal from the area (classroom, gym, playground, etc.);
- restricted access to facilities/activities such as sitting or standing in a designated area;
- self-reflective exercise or research project in related topic;
- performing a service for the school;
- detentions;
- referral to the principal;
- a phone call home by the teacher, supervisor, or principal;
- family group conference/restorative justice circle;
- a letter outlining an incident may be sent home;
- an in-school suspension;
- an out of school suspension from 1 to 10 days in length;
- reduced day length (permanent or temporary);
- payment for damaged or stolen property.

Parents are advised that in all cases where a student receives a suspension for use or possession of a controlled substance, the RCMP will be informed. In addition where a student is suspended for possession of a weapon or violence, the police will receive notice.

The starting point on this list will vary by degree of severity of the behaviour, number of occurrences, and the student's disciplinary history at the school.